

Marsing Jr District #363

Owyhee County

209 8th Ave W, PO Box 340, Marsing, ID 83639

Phone: (208) 896-4111 Fax: (208) 896-4790

Harold Shockley, Superintendent

District Characteristics 2003-04

Fall Enrollment	749	Special Education:	
Average Daily Attendance.....	702	Special Education Students.....	90
State Ranking Per ADA.....	60	Gifted and Talented Students.....	48
Number of Schools (sites):		Number of LEP Students**.....	245
Elementary.....	1	National School Lunch Program:	
Secondary.....	2	Average Daily Participation.....	527
Number of Accredited Schools:		Free and Reduced Meals.....	438
Approved.....	2	Lunch Price - Elementary.....	\$1.00
Approved with Merit.....	1	Lunch Price - Secondary.....	\$1.25
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2002-03	425
High School Diplomas Regular.....	34	District Owned Operation	
Other Completions*	1		
Graduation Completion Rate...	81%	* Certificates of Completion issued by the district	
		** Limited English Proficient (LEP)	

Superintendent's Highlights

The major focus for 2003-2004 has been on the utilization of data to improve instruction and student performance. These efforts have allowed teachers to "teach smarter" with a direct correlation of improved student performance.

The District also focused on building projects funded through the Bond passed in September 2002. We completed and moved into five new classrooms and a reconfigured wrestling/multipurpose room at Marsing High School prior to the start of school. We also completed and brought on-line a new kitchen/cafeteria in November. In addition, we remodeled the old kitchen/cafeteria, creating a new PE/multipurpose room, conference room, Elementary PE office/storage area, District technology center, and a new faculty lounge.

Progress Towards Meeting District Goals

2003-04 Goals

Progress

Completion of construction projects funded through the bond levy passed in September of 2002

During 2003-2004, the District occupied the following new and/or remodeled facilities: new Kitchen/Cafeteria, five new High School classrooms, remodeled PE/multipurpose room, conference room, PE office/storage area, teacher's lounge, and computer center.

Improvement of instruction through the use of data

The building principals and superintendent underwent training throughout the school year on the use of data. These training sessions were followed by building level in-service and hands-on application at the individual school level. Student performance in all schools has significantly improved in most instructional areas.

Restructuring of the K-8 Summer School program to provide targeted instruction in identified areas of individual student deficiencies

Building administrators worked with their staff to disaggregate data from individual student ISAT test scores and then used this data to develop individual education plans for the 2004 Summer School program.

Restructure the class schedule and instructional delivery systems at the Middle School to improve student performance in Math

The class schedule at the Middle School was restructured to enable Math instruction to be targeted based on student performance levels and provided on a daily basis. Significant improvements in student math scores were achieved.

Restructure class schedules at the High School level to provide targeted instruction and remediation for students based on student performance on the ISAT tests

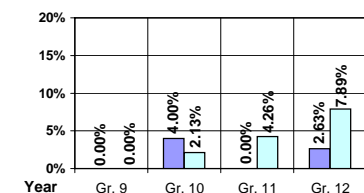
For 2004-2005, the 4x4-block schedule at Marsing High School was restructured to provide a 1x3x3-block schedule. Based on student performance on the ISAT test, students will be scheduled into the first period of the day, five days a week, to receive remediation and/or accelerated instruction in selected areas.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	32.71%	31.64%	64.35%
Black	0.00%	0.00%	0.00%
Hispanic	18.56%	16.69%	35.25%
Nat. Amer.	0.00%	0.00%	0.00%
Asian	0.13%	0.27%	0.40%
Total	51.40%	48.60%	100.00%

Dropouts



Year	Gr. 9	Gr. 10	Gr. 11	Gr. 12
02-03	0	2	0	1
03-04	0	1	2	3

Financial Information 2003-04

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$492,183	12.12%	\$873,533	16.47%
Other Sources	48,683	1.20%	106,931	2.01%
State	3,490,031	85.97%	3,639,995	68.58%
Federal	28,846	0.71%	686,918	12.94%
Total	\$4,059,743	100.00%	\$5,307,377	100.00%

Supplemental Information

Property and Agricultural Equipment Replacement Taxes.....	\$183,210
Lottery Revenues.....	\$25,315
Technology Grant.....	\$37,423

Expenditures:	Total	%	ADA	Rank
M & O Instruction	\$2,369,414	60.60%		
M & O Support Services	1,540,291	39.40%		
M & O Other	0	0.00%		
Total M & O	\$3,909,705	100.00%	\$5,569	72
Total All Funds	\$6,310,348	100.00%	\$8,988	52

Tax Levies 9-1-2003	Total	Per ADA	Rank
Property Market Values	\$119,592,796	\$170,360	96
Total General M & O Levies	0.002769924		82
Total District Levies	0.007272879		26

Staff Data 2003-04

District Personnel:	FTE	ADA To FTE	Teachers Salaries:	Rank
Elementary Teachers	24.90	17	Beginning Salary on Schedule	\$25,000
Secondary Teachers	25.30	11	Highest Salary on Schedule	\$46,013
Administrators	5.40	130	Average Elementary Teacher's Salary	\$36,445 92
Other Certified Staff	4.00	176	Average Secondary Teacher's Salary	\$35,594 103
Total Certified Staff	54.20	13	Superintendent's Salary	\$72,000 80
Total Non-Certified Staff	36.20	19		

Note: Rank represents how this district compares to the other 113 public school districts in the State of Idaho; high to low (1 being the highest).



Adequate Yearly Progress and Assessment 2003-04

Did MARSING JOINT DISTRICT make adequate yearly progress for 2003-04? **Yes**

Percent of the 41 targets that MARSING JOINT DISTRICT made: **100%**

Does this district qualify for "Needs Improvement" status under the No Child Left Behind Act? **No**

The goal in our nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure proficiency. This report shows the percentage of students who met state goals for proficiency in reading, math and language usage.

Comparisons	ISAT Reading		ISAT Math		ISAT Language
	% Tested	% Proficient or better	% Tested	% Proficient or better	66% Proficient or better or maintain 2002-03 levels or better
	Goal 95%	Goal 66%	Goal 95%	Goal 51%	
3rd, 4th, 7th, 8th, 10th	District 99.65%	District 76.26%	District 99.65%	District 65.23%	
3rd, 4th, 7th, 8th, 10th	State 99.19%	State 81.36%	State 99.18%	State 76%	District 78.04%

To protect the privacy of individual students the following symbols are used.

^ No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals.

A complete "report card" for the district and its schools is available at:

www.sde.state.us/ipd/reportcard

Complete reports on all state and federally required tests are available at:

www.sde.state.us/dept/tesereports.asp#report